ACADEMIC PARTNERSHIPS

PROGRAMME QUALITY HANDBOOK
2026-2027

PGDip Engineering Management

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1. Welcome and Introduction

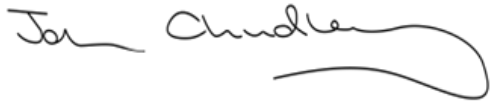
Welcome to MLA College. We are delighted that you have chosen to study with us. We will do all we can to ensure sure you get the maximum benefit from your time here – and that you will be well prepared for the next stage in your academic or professional career path.

You will already know that MLA College is internationally recognised for its excellent reputation, and you will also benefit from the consistently high standards and expectations MLA College brings to all aspects of its teaching and learning.

You will find that all our staff are dedicated to ensuring you have the best experience possible. As well as being professional, intellectually challenging and up to date in their knowledge of the subject matter, we ensure that those teaching you do so in a research-informed, creative, responsive, and engaging way. Your tutors are supported by highly experienced professional colleagues who are here to give you advice and guidance on all aspects of your studies.

As a student at MLA College and the University of Plymouth your feedback is important to us, and we have in place a number of surveys conducted by MLA College during your period of registration. Please do take the time to complete these surveys which will inform our plans to ensure all students continue to receive the best possible experience during their time with us.
We want you to enjoy the best study experience possible and we are here to help create the best opportunities for what you want to do next.

Welcome again to the MLA College.



Professor John Chudley, Rector
MLA College

2. About this handbook

This Programme Quality handbook contains important information including:
The approved programme specification
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- MLA College Student Handbook which contains student support- based information available here
- Your University of Plymouth Student Handbook available at: https://www.plymouth.ac.uk/your-university/governance/student-handbook
- Non-Standard Regulations (Exceptions to The University of Plymouth Regulations)

3. Programme Specification

Final award title: PGDip Engineering Management

UCAS code N/A

HECOS code: 100184 (General or Integrated Engineering)

Awarding Institution: University of Plymouth

Teaching institution(s): MLA College

Accrediting body(ies): None

3.1. Distinctive Features of the Programme and the Student Experience

This provision is:

- Globally focussed on providing engineers with the necessary skills to bridge technical and management roles, enabling them to thrive in today's global business environment.
- Focused on developing successful engineering managers that are distinguishable from other managers as they will possess the ability to apply engineering principles, and also have the requisite skills to organise and direct people and projects.
- Flexible to the needs of students. It uses distance learning as its pedagogy to enable students to remain at home whilst studying for their award, lowering costs and environmental footprints.
- Fully supportive of student learning even at distance. The PGDip Engineering Management uses MLA College's award-winning Total Learning Package provision for studying the further levels as Distance Learning. That distance learning nurtures independent work, within communities, using the students' own context to drive debate on and assessment of thinking around engineering management.

3.2. Relevant QAA Subject Benchmark Group(s)

Subject Benchmark Statement: Engineering (2023)
Engineering Council, Accreditation of Higher Education Programmes (AHEP), 4th edition.
QAA Master's degree characteristics statement (2020).

3.3. Programme Structure

The following table describes the programme and its constituent modules. Students must complete three core modules, and then **select two optional modules** from the following. Optional selections may be taken as long as any necessary prerequisites have been satisfied, the module is running, and if the student has not already taken the module in question or an equivalent module.

Undertaken part-time, students must complete all core modules, in any order, before attempting optional modules. All modules are a single term in length.

To enable a termly intake of students onto the programme, modules will be made available to students in all terms.

Total credits studied: 120 at level 7.

Code	Title	Credits	Core/optional
MLA729	Sustainable Production Systems	20	Core
MLA730	Managing People and Global Organisational Culture	20	Core
MLA731	Management Science in Engineering and Enterprises	20	Core
MLA732	Strategy, Accounting and Finance	30	Optional
MLA733	Logistics and Supply Chain Management	30	Optional
MLA734	Lean and Agile Enterprises	30	Optional
MLA735	Project Management	30	Optional

3.4. Programme Aims

The programme is intended to:

1. Consolidate existing learning and to combine this with a systematic understanding of engineering management knowledge, and a critical awareness of current problems and new insights.
2. Equip students with a comprehensive understanding of techniques applicable to engineering management.
3. Enable students to apply engineering management knowledge, as appropriate, together with a practical understanding of how techniques of research and enquiry may be used to create and interpret such knowledge.
4. Allow students to evaluate critically current research and advanced scholarship related to engineering management topics.
5. Foster debate and enable students to express reasoned, evidence-based arguments.

3.5. Programme Intended Learning Outcomes (PILOs)

3.5.1. Knowledge and understanding

On successful completion graduates will have developed:

1) A holistic comprehension of the connection between engineering processes, and management-related systems, their characteristics, functioning and related issues.
2) A critical knowledge of engineering and management techniques for contemporary business, and related methods and tools for application to a variety of organisational issues.
3) An ability to apply knowledge and understanding to solve typical engineering management and related problems.

3.5.2. Cognitive and intellectual skills

On successful completion graduates will have developed:

1) The ability to critically use concepts from engineering and management to evaluate issues across business.
2) The ability to give reasoned argument based upon supporting evidence from engineering management studies.
3) The ability to choose an appropriate method to investigate a given topic, producing potential new ideas.

3.5.3. Key and transferable skills

On successful completion graduates will have developed the ability to:

1) Communicate effectively to various audiences using a selection from a range of appropriate techniques.
2) Garner, analyse and interpret a variety of forms of data and information.
3) Plan, action, and deliver a body of personal work.

3.5.4. Employment related skills

On successful completion graduates will have developed:

1) The ability to design management plans for their own sphere of engineering activity.
2) The capacity to balance individual engineering and management requirements, as appropriate, for business.
3) The ability to critically test uncertain and contested data and information in business, in order to create new knowledge.

3.5.5. Practical skills

On successful completion graduates will have developed:

1) Enhanced report and presentation skills.
2) The ability to apply concepts and principles in engineering management to new issues that arise in the business context.

3.6. Admissions Criteria, including APCL, APEL and Disability Service arrangements.

Qualification(s) Required for Entry to this Programme:	**Details:**
Level 2: • Key Skills requirement / Higher Level Diploma: and/or • GCSEs required at Grade C or above:	All applicants must have GCSE (or equivalent) Maths and English at Grade C (Grade 4 in new grading system), or higher.
Level 3: at least one of the following: • AS/A Levels • Advanced Level Diploma: • BTEC National Certificate/Diploma: • VDA: AGNVQ, AVCE, AVS: • Access to HE or Year 0 provision: • International Baccalaureate: • Irish / Scottish Highers / Advanced Highers:	N/A
Level 6:	Bachelors degree with a minimum 2.2 (Hons) in an engineering-related discipline, or an international-equivalent. A lower qualification may be acceptable if it is combined with appropriate and relevant experience at a professional level (see below).
Work Experience:	In the case of admission to the PGDip Engineering management programme, MLA College are keen to consider admission based on work or life experience. Where an applicant presents with appropriate experience, this may be considered in lieu of certificated qualifications, regardless of age. Relevant experience will be considered on individual merit. Specific reference to APCL and APEL is made below.
Other HE qualifications / non-standard awards or experiences:	N/A

Record of Prior Learning (RPL): Accreditation of Prior Certificated Learning (APCL) Accreditation of Experiential Learning (APEL)	The achievement of formal qualifications is not the only way of identifying a student's potential to benefit from studying a higher education qualification. MLA's Admissions Statement sets out the process for applicants who wish to gain entrance to programmes through a claim for the recognition of prior learning. Admissions staff will assess the application 'holistically', taking into account skills, experience and abilities as well as commitment and motivation to study to establish whether the applicant has the potential to benefit from the programme and graduate successfully. Experience may include knowledge or practice gained from previous work or study, voluntary or community involvement or care responsibilities. Applications will be dealt with on their individual merits in line with MLA College's approach to the Recognition of Prior Learning (which is set out in as an appendix in its Admissions Statement). This approach is aligned to that adopted by the University of Plymouth. A student who has completed any of the Level 7 modules as stand-alone Professional Development modules may RPL up to 80 credits towards the PGDip award, provided that this includes all required core modules. The minimum credit that must be studied on the programme is 40 at Level 7.
Interview / Portfolio requirements:	Applicants are expected to submit a full *Curriculum Vita* or résumé and an application form. Admissions tutors for MLA College will check all applications thoroughly and may also arrange an interview (usually by telephone or video conferencing) for potential students to assess their suitability for study. Offers of places are based on the information provided in the application documents and interview (where appropriate). In some instances, students may be required to undertake an interview (online, telephone or face to face), or to complete a portfolio assessment and interview. This may take the form of a portfolio of evidence of experiential learning. In line with University regulations, the learning derived from experience or study must be identified to be assessed. Identification must be made by the student, based on systematic reflection on the experience or study and the provision of clear and evidenced statements about that learning. This will be formally reviewed to determine that the learning has in fact occurred and that it is still current, and equivalence to University credit weightings and levels.
Independent Safeguarding Agency (ISA) / Disclosure and	No

Barring Service (DBS) clearance required:	
English language requirements	If students have not obtained or do not have the appropriate entry qualifications in the English language, they may be required to produce evidence of English language ability. This will normally be the equivalent of: ➢ GCSE Grade 4 or above in English language. ➢ IELTS 6.5 overall or above with a minimum of 5.5 in all four components (listening, reading, speaking and writing) ➢ For further information and alternatives to IELTS, see The University of Plymouth's international student entry requirements here.

3.7. Non-Standard Regulations

This course is delivered via distance learning and MLA College will apply its approved NSRs (as approved by University of Plymouth 26th June 2024).

3.7.1 - For modules delivered via distance learning - 28 (calendar) day Extenuating Circumstances Extension for Late Submission: in exception to the UoP's Extenuating Circumstances Policy and Procedures, both self-certified and evidenced applications for Extenuating Circumstances (EC), considered valid by MLA College, will be offered 28 calendar days as an extension to the assessment deadline. Additionally, poor internet connection, where appropriately described as an employment driven issue causing the missing of an assessment deadline (e.g. whilst 'at sea'), may be considered as a valid extenuating circumstance.

Commented [AT1]: Numbering will need amending

3.7.3 Where students are completing a programme of study that has a progression route to undertake another programme within that level of study (e.g. BSc to BSc (Hons), PGCert to PGDip to MSc), and based on their provisional marks have achieved the final module, the IAAB can make the decision that the student may be admitted to the following programme without requirement to wait for the full University Award Assessment Board.

The IAAB will consider ratifying the decision following the marks being confirmed by the Subject Assessment Panel, receipt of the IAAB minutes and subject to the University regulations (or approved non-standard regulations) and policies having been appropriately followed.

3.7.4 In the event of failure or non-submission, with or without a valid extenuating circumstances claim, the IAAB will consider the student in line with the University regulations and approved non-standard regulations. The IAAB may refer the student, and if relevant, through assisting with appropriate information, advice, and guidance (IAG), accept a student decision to repeat instead of refer, without requirement to wait for the full University Award Assessment Board:

The IAAB will consider ratifying the decision following the marks being confirmed by the Subject Assessment Panel, receipt of the IAAB minutes and subject to the University regulations (or approved non-standard regulations) and policies having been appropriately followed. Referral period windows of opportunity will follow that of normal University regulations or policies for postgraduate dissertations and for other assessments a period of ten weeks; however, these time periods for undertaking the referral may fall within each of the following three terms following the failure or non-submission. If the student fails to respond to the invitation to refer across those three terms then the student's study will be interrupted, and they may then return to repeat at a later date without loss of an attempt. These aspects reflect the diverse professional natures of the students as well as potential communication barriers and distractions from work that may affect their studies. Opportunities to pick up a referral or a repeat attempt are available to students each term, and students who take up this opportunity but who do not submit their referral work risk losing the chance to submit as the same attempt unless they have valid extenuating circumstances.

3.8. Transitional Arrangements for existing students looking to progress onto the programme.

There are currently no special arrangements for existing students to transition onto the programme from elsewhere. MLA will consider all applications on their merits as per the entry criteria.

3.9. Progression opportunities for students successfully completing the programme.

The PGDip resides in a prospective suite of postgraduate Engineering programmes and compliments existing programmes within MLA's portfolio of programmes in Maritime Operations and Sustainability.

The MSc Engineering for Marine Professionals presents a prospective pathway for designated engineering professionals operating within the maritime domain, particularly those who have successfully fulfilled the requirements of the PgDip Engineering Management programme.

3.10. Modes of Assessments

In certain modules, a particular summative assessment method, namely a portfolio, has been employed to allow students to demonstrate the breadth of their learning. This approach is deemed suitable for the modules in question, as it enables students to showcase their summative learning comprehensively. The portfolio comprises a variety of summative elements that are potentially interconnected, enabling students to demonstrate their learning while understanding the cohesive nature of their knowledge as applied to business. Moreover, students will produce an output likely to benefit their career progression, rather than having to complete a number of dislocated summative assessment items that are not necessarily connected to their sphere of work.

The portfolio will contain various items to evaluate students' abilities, both during summative assessment and referral. These items may include personal reflections on business-related aspects of module content applied to their industry, or similar; research-style essay questions on module topics; and quantitative and qualitative analyses of module content, as required. Assessment diversity, albeit inherently limited by distance learning, has encouraged the development of innovative and adaptable assignments, presentations, essays, and portfolios. In presentations, students are required to orally communicate their ideas during select instances within the course via video calls. Essays necessitate research on significant subjects to substantiate arguments and offer evidence. This fosters the development of research skills, including the ability to locate, assess, and integrate reputable sources into their writing.

This rationale links back to the information in Section 2 of the Operational Specification (Modes of Delivery and Assessment).

4. Appendices

Programme Specification Mapping (UG) – core/elective module.

Core modules	**Programme Intended Learning Outcomes contributed to (for more information see Section 8)**																				Compensation Y/N	**Assessment Element(s) and weightings** 01 - online open book assessment E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical
	8.1 Knowledge and understanding				8.2 Cognitive and intellectual skills				8.3 Key and transferable skills				8.4 Employment related skills				8.5 Practical skills					
	1	**2**	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
PILOs met at Level 7																						
MLA729: Sustainable Production Systems	X	X	X		X	X	X		X	X				X	X		X	X			Y	C1 (80%), P1 (20%)
MLA730: Managing People and Global Organisational Culture	X	X			X	X			X					X			X				Y	C1 (80%), P1 (20%)
MLA731: Management Science in Engineering and Enterprises		X	X			X	X		X	X	X		X	X	X		X	X			Y	C1 (80%), P1 (20%)

Elective Modules (choose 2)	Award Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	**Assessment Element(s) and weightings** 01 - online open book assessment E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical
	8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
PILOs met at Level 7																						
MLA732: Strategy, Accounting and Finance		X			X		X		X	X	X		X		X		X	X			Y	C1 (100%)
MLA733: Logistics and Supply Chain Management		X			X		X		X	X	X		X		X		X	X			Y	C1 (100%)
MLA734: Lean and Agile Enterprises		X			X		X		X	X	X		X		X		X	X			Y	C1 (100%)
MLA735: Project Management		X			X		X		X	X	X		X		X		X	X			Y	C1 (100%)

Appendix 2: PILOs mapping against Engineering Council AHEP (4th edition)

The following table offers a mapping of the Programme Intended Learning Outcomes (PILOs) against the Engineering Council's Accreditation of Higher Education Programmes (AHEP) in engineering (which is in line with the UK Standard for Professional Engineering Competence (UK-SPEC)). The current version of AHEP is the fourth edition.

As the PgDip Engineering Management is a postgraduate award that is not integrated with previous studies, the appropriate learning outcomes for analysis are those related to those outlined for Chartered Engineer status at the level: "Masters degrees other than the Integrated Masters and Doctoral programmes and equivalent qualifications and apprenticeships approved or accredited as meeting the requirement for further learning for CEng registration".

Please note that the PgDip Engineering Management isn't a full masters programme, and so comprehensive coverage of all learning outcomes specified is not to be expected from the programme.

Engineering Council AHEP 4th edition **Area of learning**	Programme Intended Learning Outcomes contributed to (for more information see Section 8)																			
	8.1 Knowledge and understanding				8.2 Cognitive and intellectual skills				8.3 Key and transferable skills				8.4 Employment related skills				8.5 Practical skills			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Science and mathematics																				
Science, mathematics and engineering principles																				
M1. Apply a comprehensive knowledge of mathematics, statistics, natural science and engineering principles to the solution of complex problems. Much of the knowledge will be at the forefront of the particular subject of study and informed by a critical awareness of new developments and the wider context of engineering.	X	X	X		X	X	X								X			X		
Engineering analysis																				
Problem analysis																				
M2. Formulate and analyse complex problems to reach substantiated conclusions. This will involve evaluating available data using first principles of mathematics, statistics, natural science and engineering principles, and using engineering judgment to work with information	X	X	X		X	X	X			X				X	X			X		

that may be uncertain or incomplete, discussing the limitations of the techniques employed.																				
Analytical tools and techniques																				
M3. Select and apply appropriate computational and analytical techniques to model complex problems, discussing the limitations of the techniques employed.		X	X		X		X		X	X					X					
Technical literature																				
M4. Select and critically evaluate technical literature and other sources of information to solve complex problems.	X	X	X		X	X	X		X									X		
Design and innovation																				
Design																				
M5. Design solutions for complex problems that evidence some originality and meet a combination of societal, user, business and customer needs as appropriate. This will involve consideration of applicable health and safety, diversity, inclusion, cultural, societal, environmental and commercial matters, codes of practice and industry standards.			X		X	X	X			X				X	X			X		
The engineer and society																				
Sustainability																				
M7. Evaluate the environmental and societal impact of solutions to complex problems (to include the entire life-cycle of a product or process) and minimise adverse impacts.	X	X			X	X				X				X				X		
Engineering practice																				
M16. Function effectively as an individual, and as a member or leader of a team. Evaluate effectiveness of own and team performance.									X		X		X				X			
Communication																				
M17. Communicate effectively on complex engineering matters with technical and non-technical audiences, evaluating the effectiveness of the methods used.						X			X								X			

Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: MLA729	**MODULE TITLE: Sustainable Production Systems**	
CREDITS: 20	**FHEQ LEVEL:7**	**HECOS CODE(S): 100184**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module imparts insights into modern sustainable production systems, emphasising design and management. It equips students with tools to address practical challenges. Sustainable production minimises environmental impact, conserves resources, and upholds social responsibility. It involves methods optimizing resource efficiency, minimising waste and pollution, and prioritising health and safety.

ELEMENTS OF ASSESSMENT			
C1 (Coursework)	80 %	**P1** (Practical**)**	20 %

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module aims to provide students with insights into contemporary production systems, emphasising sustainable design and management. It equips students with tools and techniques to address practical challenges in this domain while promoting sustainability. By the module's completion, students will have a comprehensive understanding of various types of sustainable production systems and their management.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Appraise sustainable production systems and their complexities, and the economic cost of excessive work-in-process and long production lead times.	8.1.1, 8.1.2, 8.1.3, 8.4.3
2. Evaluate and apply various tools and techniques for production planning and control, and systems design/analysis, and apply them to practical problems.	8.1.2, 8.2.1, 8.2.2, 8.2.3, 8.3.2, 8.4.2, 8.5.2
3. Evidence critical thinking and problem-solving skills through an analysis of sustainable production practices.	8.3.2, 8.3.3
4. Present findings in an appropriate academic and professional manner.	8.3.1, 8.5.1

DATE OF APPROVAL: 01/03/2024	**FACULTY/OFFICE: Academic Registry, Partnerships**
DATE OF IMPLEMENTATION: 06/05/2024	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE:	**SEMESTER: Terms 1, 2 & 3**
MODE OF DELIVERY: Distance Learning	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/7

NATIONAL COST CENTRE: 115 (General Engineering) 133 (Business & Management studies)

MODULE LEADER: Paul Folan

OTHER MODULE STAFF: TBC

Summary of Module Content

This module introduces sustainable production systems, covering classifications and fundamental manufacturing principles. It explores topics like sustainable manufacturing, process planning, plant layout, sustainable production planning, scheduling, and control. Additionally, it includes aspects such as the circular economy, quality management, sustainable product design, Life Cycle Assessment (LCA) techniques, and relevant environmental regulations.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	20	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
Tutorials	20	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial
Self-Study	160	Guided and independent study, assessment preparation, and work-based learning as appropriate.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (ALOs: 1 - 3)	100%
Practical	Online Presentation (ALO: 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (ALOs: 1 - 3) new/different	100%
Practical	Online Presentation (ALO: 4) new/different	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 12 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA730	**MODULE TITLE: Managing People and Global Organisational Culture**	
CREDITS: 20	**FHEQ LEVEL:7**	**HECOS CODE(S): 100184**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module imparts knowledge and skills essential for effectively managing people in a global organisational setting. It delves into crucial aspects like motivation, leadership, communication, teamwork, organisational culture, change and conflict management, diversity, and ethical considerations in human resource management.

ELEMENTS OF ASSESSMENT			
C1 (Coursework)	80 %	**P1** (Practical)	20 %

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: NA

MODULE AIMS:
The module aims to impart an understanding of organisations, their structures, and the managerial role in achieving goals. Emphasis is placed on organisational culture's significance and the fundamental role of managing people for success. The learning approach incorporates theoretical knowledge and encourages soft skill development, reflection on personal organizational experiences, and facilitating the practical application of learning.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Contrast theories and practices related to motivation, leadership, and culture in a global organisational context.	8.1.1, 8.1.2
2. Synthesise different change management models and conflict management skills to manage diversity in an inclusive work environment.	8.1.2, 8.2.1
3. Interpret ethical theory when it arises in human resource management and demonstrate its concepts in practice.	8.2.1, 8.2.2, 8.4.2
4. Present findings in an appropriate academic and professional manner.	8.3.1, 8.5.1

DATE OF APPROVAL: 01/03/2024	**FACULTY/OFFICE: Academic Registry, Partnerships**
DATE OF IMPLEMENTATION: 02/09/2024	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE:	**SEMESTER: Terms 1, 2 & 3**
MODE OF DELIVERY: Distance Learning	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/27

NATIONAL COST CENTRE: 115 (General Engineering) 133 (Business & Management studies)

MODULE LEADER: Paul Folan

OTHER MODULE STAFF: TBC

Summary of Module Content

This module explores the fundamental nature of organisations, their evolving structures in a globalised context, and the role of managers. Topics include motivation, leadership, effective communication, technology integration, and teamwork dynamics. Also emphasised is the significance of organisational culture, change management, handling subordinate-supervisor relationships, conflict resolution, and diversity management, all within the ethical framework of human resource management.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	20	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
Tutorials	20	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial
Self-Study	160	Guided and independent study, assessment preparation, and work-based learning as appropriate.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (ALOs: 1 – 3)	100%
Practical	Online Presentation (ALOs: 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (ALOs: 1 – 3) new/different	100%
Practical	Online Presentation (ALOs: 4) new/different	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 11 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA731	**MODULE TITLE: Management Science in Engineering and Enterprises**	
CREDITS: 20	**FHEQ LEVEL:7**	**HECOS CODE(S): 100184**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module hones students' mathematical modelling skills, allowing the use of advanced analytical methods for optimal decision-making. It builds proficiencies to tackle contemporary challenges in engineering management science within and across enterprises. Acquired knowledge enables a deeper understanding of related courses, especially in enterprise production systems, operational analysis, and value chain analysis

ELEMENTS OF ASSESSMENT			
C1 (Coursework)	80 %	**P1** (Practical**)**	20 %

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module aims to provide students with insights into contemporary management science and associated modelling technologies. It equips students with diverse tools and techniques to address practical challenges in sustainable production systems, covering topics such as manufacturing and information management, value chain optimisation, statistical process control, operations research, industrial systems modelling and simulation, and operational strategies.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Analyse different methods and practices related to engineering management science in a global organisational context.	8.1.2, 8.1.3, 8.4.3
2. Describe and apply various tools and techniques for management science for enterprise-related problem areas.	8.1.2, 8.2.2, 8.2.3, 8.3.2, 8.4.2, 8.5.2
3. Employ advanced problem-solving skills and adapt them to effectively address increasingly complex industrial problems.	8.3.2, 8.3.3, 8.4.1
4. Present findings in an appropriate academic and professional manner.	8.3.1, 8.5.1

DATE OF APPROVAL: 01/03/2023	**FACULTY/OFFICE: Academic Registry, Partnerships**
DATE OF IMPLEMENTATION: 06/01/2025	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE:	**SEMESTER: Terms 1, 2 & 3**
MODE OF DELIVERY: Distance Learning	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards .

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/27

NATIONAL COST CENTRE: 115 (General Engineering) 133 (Business & Management studies)

MODULE LEADER: Paul Folan

OTHER MODULE STAFF: TBC

Summary of Module Content

This module provides an introduction to operations research and industrial systems modelling, covering key topics such as linear programming, sensitivity analysis, integer programming, transportation modelling, lot sizing, discrete event simulation, industrial decision-making case studies, and decision analysis. It offers a comprehensive foundation in these essential concepts and methodologies.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	20	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
Tutorials	20	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial
Self-Study	160	Guided and independent study, assessment preparation and work based learning as appropriate.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (ALOs: 1 - 3)	100%
Practical	Online Presentation (ALO: 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (ALOs: 1 - 3) new/different	100%
Practical	Online Presentation (ALO: 4) new/different	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 12 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA732	**MODULE TITLE: Strategy, Accounting and Finance**	
CREDITS: 30	**FHEQ LEVEL:7**	**HECOS CODE(S): 100184**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module aims to improve students' application of accounting and finance principles for strategic decision-making. It empowers them to use financial concepts to assess and make informed decisions, fostering critical evaluation skills for analysing strategies and data in a business context.

ELEMENTS OF ASSESSMENT	
C1 (Coursework)	100 %

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module aims to provide students with a comprehensive understanding of fundamental strategy development concepts, along with the role of financial accounting and management techniques. It explores key principles of accountancy, including the analysis of essential financial statements like the profit and loss statement, balance sheet, and cash flow statement. Through these studies, students will appreciate the relevance of these topics to contemporary business enterprise strategy development.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Demonstrate a systematic understanding of how management finance and accounting fits into the overall strategic management process within organisations.	8.1.2, 8.2.1, 8.2.3
2. Evaluate financial statements and interpret financial ratios for strategic purposes.	8.2.1, 8.2.3, 8.3.2, 8.4.3
3. Evidence critical thinking and problem-solving skills through an analysis of strategy.	8.3.3, 8.4.1, 8.5.2
4. Report in an appropriate academic and professional manner.	8.3.1, 8.5.1

DATE OF APPROVAL: 01/03/2024	**FACULTY/OFFICE: Academic Registry, Partnerships**
DATE OF IMPLEMENTATION: TBC	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE:	**SEMESTER: Terms 1, 2 & 3**
MODE OF DELIVERY: Distance Learning	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/27

NATIONAL COST CENTRE: 115 (General Engineering)
133 (Business & Management studies)

MODULE LEADER: Paul Folan

OTHER MODULE STAFF: TBC

Summary of Module Content

This module offers an overview of strategy, finance, and accountancy. It covers areas such as strategy fundamentals, strategic financial management, the process of developing and evaluating strategic options, strategy implementation, and performance monitoring. Additionally, it addresses essential accounting and finance concepts and policies, including the creation of key financial statements (profit and loss, balance sheet, and cash flow statement) and the practice of ratio analysis for financial assurance and strategic purposes.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
Tutorials	30	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial
Self-Study	240	Guided and independent study, assessment preparation and work based learning as appropriate.
Total	**300**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (ALOs: 1 - 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (ALOs: 1 - 4) new/different	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 12 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA733 **MODULE TITLE: Logistics and Supply Chain Management**
CREDITS: 30 **FHEQ LEVEL:7** **HECOS CODE(S): 100184**
PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module provides a comprehensive understanding of logistics and supply chain management in contemporary business environments. Focusing on adaptability for global challenges, students acquire a solid foundation in logistics principles, enabling effective navigation of complex modern supply chains.

ELEMENTS OF ASSESSMENT	
C1 (Coursework)	100 %

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module aims to equip students with a comprehensive understanding of logistics and supply chain management. It analyses challenges like demand forecasting, transportation costs, and supplier management, providing effective strategies for optimisation. Students learn about inventory management, transportation systems, security and warehouse operations. The module highlights the importance of integrating sustainability considerations into supply chain practices.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Demonstrate a comprehensive understanding of the key concepts, principles, and methods involved in logistics and supply chain management.	8.1.2, 8.2.1, 8.2.3
2. Evaluate quantitative and qualitative techniques to optimise logistics and supply chain operations, including the consideration of sustainability principles.	8.2.1, 8.2.3, 8.3.2, 8.4.3
3. Appraise applicable knowledge and skills for issues in business logistics planning, inventory management, transportation systems, security, warehousing, and procurement.	8.3.3, 8.4.1, 8.5.2
4. Communicate in an appropriate academic manner.	8.3.1, 8.5.1

DATE OF APPROVAL: 01/03/2024	**FACULTY/OFFICE: Academic Registry, Partnerships**
DATE OF IMPLEMENTATION: TBC	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE:	**SEMESTER: Terms 1, 2 & 3**
MODE OF DELIVERY: Distance Learning	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/27

NATIONAL COST CENTRE: 115 (General Engineering) 133 (Business & Management studies)

MODULE LEADER: Paul Folan

OTHER MODULE STAFF: TBC

Summary of Module Content

This course offers a comprehensive introduction to logistics and supply chain management, covering essential topics such as logistics planning, strategy, inventory management, transportation systems, distribution management, warehousing, materials handling, procurement, supplier management, sustainability, security, green supply chain management, and the transformative role of technology in enhancing practices.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
Tutorials	30	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial
Self-Study	240	Guided and independent study, assessment preparation and work based learning as appropriate.
Total	**300**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment (ALOs: 1 – 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment (ALOs: 1 – 4) new/different	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 12 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA734	**MODULE TITLE: Lean and Agile Enterprises**	
CREDITS: 30	**FHEQ LEVEL:7**	**HECOS CODE(S): 100184**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module delves into the concepts, methodologies, and tools fostering a lean and agile mindset in organisations. It examines lean thinking principles, agile methodologies, and their applications across diverse industries. The module explores challenges and opportunities linked to implementing lean and agile practices in varied organisational contexts.

ELEMENTS OF ASSESSMENT	
C1 (Coursework)	100 %

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: NA

MODULE AIMS:
The aim of this module is to provide students with a comprehensive understanding of the principles, practices, and strategies for creating and managing lean and agile enterprises. Lean thinking optimises efficiency and resource utilisation, while agile methods emphasise responsiveness, innovation, and the ability to thrive in a changing environment. The module seeks to equip students with the necessary knowledge and skills to lead organisational transformations, improve operational efficiency, and foster innovation in a dynamic business environment.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Demonstrate a comprehensive understanding of lean and agile management principles, concepts, and methodologies.	8.1.2, 8.2.1, 8.2.3
2. Employ lean and agile techniques and best practice to identify and eliminate waste, improve processes, and enhance organisational performance.	8.2.1, 8.2.3, 8.3.2, 8.4.3
3. Evaluate effective strategies for leading lean and agile initiatives and fostering a culture of continuous improvement.	8.3.3, 8.4.1, 8.5.2
4. Report in an appropriate academic and professional manner.	8.3.1, 8.5.1
DATE OF APPROVAL: 01/03/2024	**FACULTY/OFFICE: Academic Registry, Partnerships**

DATE OF IMPLEMENTATION: TBC	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE:	**SEMESTER: Terms 1, 2 & 3**
MODE OF LEARNING: Distance Learning	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/27

NATIONAL COST CENTRE: 115 (General Engineering) 133 (Business & Management studies)

MODULE LEADER: Paul Folan

OTHER MODULE STAFF:

Summary of Module Content

This module introduces lean and agile thinking, covering lean manufacturing, lean services, and lean project management and lean six sigma. Emphasising continuous learning and improvement, it explores various tools, techniques, and agile management concepts. The shift to agile manufacturing, agile project management, and principles of lean and agile leadership are discussed. The module concludes by examining extended and virtual enterprises within these approaches.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	30	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
Tutorials	30	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial
Self-Study	240	Guided and independent study, assessment preparation and work-based learning as appropriate.
Total	**300**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (ALOs: 1 – 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (ALOs: 1 – 4) new/different	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 12 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA735	**MODULE TITLE: Project Management**	
CREDITS: 30	**FHEQ LEVEL:7**	**HECOS CODE(S): 100184**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module provides a thorough exploration of project management, covering processes, methodologies, techniques, and tools. It equips students with systematic approaches to initiate, plan, execute, control, close, and review projects. The diverse range of project management techniques is introduced, emphasizing the project manager's role, project planning and scheduling, budgeting, resource allocation, and methods of project control and evaluation.

ELEMENTS OF ASSESSMENT	
C1 (Coursework)	100 %

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module aims to provide students with extensive knowledge and skills in project management principles, techniques, and tools. It emphasises developing the ability to plan, execute, monitor, and control projects successfully in diverse organisational contexts. The course enhances critical thinking and problem-solving abilities to address project management challenges. Students gain experience in practices like network techniques, Gantt chart creation, auditing, and control methodologies. The module cultivates attributes such as improved decision-making and problem-solving abilities, empowering students to confidently handle complex production situations.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Demonstrate a comprehensive understanding of the fundamental principles, processes, and methodologies of project management, including project initiation, planning, execution, control, closure, and evaluation.	8.1.2, 8.2.1, 8.2.3
2. Apply project management tools and techniques to effectively plan, execute, and control projects, considering factors such as risk management, resource allocation, and budgeting.	8.2.1, 8.2.3, 8.3.2, 8.4.3
3. Critically evaluate available methodologies, adapt them to project requirements, and make informed decisions to address challenges encountered during a project's lifecycle.	8.3.3, 8.4.1, 8.5.2

4. Communicate in an appropriate academic manner.	8.3.1, 8.5.1
DATE OF APPROVAL: 01/03/2024	**FACULTY/OFFICE: Academic Registry, Partnerships**
DATE OF IMPLEMENTATION: TBC	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE:	**SEMESTER: Term 1, 2 & 3**
MODE OF DELIVERY: Distance Learning	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/27

NATIONAL COST CENTRE: 115 (General Engineering) 133 (Business & Management studies)

MODULE LEADER: Paul Folan

OTHER MODULE STAFF: TBC

Summary of Module Content

This module offers a comprehensive overview of contemporary project management in today's organisational landscape. It covers critical topics, including contemporary projects, project evaluation and selection, the role of the project manager, effective team management, project planning, negotiation, conflict resolution, budgeting, scheduling, resource allocation, project monitoring and control, project evaluation, auditing, project termination, and risk management.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	30	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
Tutorials	30	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial
Self-Study	240	Guided and independent study, assessment preparation and work-based learning as appropriate.
Total	**300**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment (ALOs: 1 – 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment (ALOs: 1 – 4) new/different	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 12 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026